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A Study to Determine Factors Causing Irregular Attendance and Recommendations for the Same Among the Elementary Children of Woodland School, Mexia, Texas

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A STUDY TO DETERMINE FACTORS CAUSING IRREGULAR ATTENDANCE
AND RECOMMENDATIONS FOR THE SAME AMONG THE ELEMENTARY
CHILDREN OF WOODLAND SCHOOL, MEXIA, TEXAS



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A STUDY TO DETERMINE FACTORS CAUSING IRREGULAR
ATTENDANCE AND RECOMMENDATIONS FOR THE
SAME AMONG THE ELEMENTARY CHILDREN
OF WOODLAND SCHOOL, MEXIA, TEXAS

by

Mrs. Dessie Mae Anderson

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

August, 1951

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Accepted by the faculty
of the Graduate School of Prairie
View Agricultural and Mechanical
College as fulfilling the thesis
requirements for the Degree of
MASTER OF SCIENCE.



Date Aug. 8, 1951.

DEDICATED
to
My Husband,
Theodore R. Anderson,
and
My Mother,
Mrs. Lena D. Cotton.

*
* * *

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Mrs. A. C. Preston,

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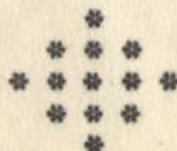


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CHAPTER I

INTRODUCTION

One of the most outstanding and important problems of the administration in the American school system today is, the student delinquent in attendance. During recent years, all states have established some kind of machinery for the administration, encouragement and enforcement of better school attendance. At present, the state of Texas has begun the employment of teachers based upon the number of children in average daily attendance. Special teachers are being employed and the curriculum broadened and made flexible, so as to make the school more interesting for the child and thereby increase the attendance percentage.

The question might be asked, "Why is a pupil's regular attendance so important?" There are several general viewpoints from which the question may be considered: one, the viewpoint of school and the community; another, for the benefit of the child. Regular attendance from the viewpoint of the school is vital for two reasons:

First, it is the controlling factor in the educational process of the pupil; whatever is the cause of his absence, whenever he returns after a day or a week, he finds the assignments harder, and that he has lost contact with

the activities of the class, and his interest has been lowered. It is no wonder, then, that the pupil who is frequently absent becomes indifferent to school and leaves as soon as he reaches compulsory age limit.

Second, the irregular pupil forces to a lower level the general quality and rate of progress of classes which he belongs. They do this by taking the time of the teacher, which should be given to the advancement of the class.

The community is interested in regular attendance because of various reasons. First, the value of school to community is directly dependent upon the attendance. Second, absences require an extra expenditure of time and money in keeping necessary records. Therefore, the child and his parents should be taught to see that his loyalty to the class and school requires that he takes the proper care of his health and protects others from being infected.

The pupil needs to know that often his irregular attendance will affect him personally in the way of his progress and achievements in his classwork and will cause him a lot of times not to be able to participate in the different activities of the school. When the child has been taught to see the necessity of his attending school more regularly, he will strive to help prevent and remedy the cause of irregular attendance.

The American school is one of the basic institutions of our democracy, and if it is to serve fully the purpose of its existence, it must, with the cooperation of the parents and teachers, remove the barriers that cause so many absences. Irregular attendance, is a grave handicap to the progress of the pupil.

ORIGIN AND STATEMENT OF PROBLEM

In colonial days, there was little need of maintaining a record of the children in a school district. Social and economic life were simple. But later, as conditions changed, there was a comparable change in attitude. Parents demanded that children be educated at public expense, and that they attend school a certain and definite period of time each year. As society grew more culturally and complex, people understood that in order to cope with the times, there was definitely reasons for better attendance on the part of their children. So many aspects of life depend upon the attendance of the school child; such as, slow progress, retardation, school improvement and employment of teachers, that the writer chose to make a study to determine the factors causing irregular attendance in Woodland School District, and to offer recommendations for the correction of the same.

SCOPE OF STUDY

This study in which efforts have been put forth to determine factors causing poor attendance in school, was limited

to the elementary children of Woodland School. The discussion and information concern the causes of irregular attendance methods, recommendations and practices that maybe followed by principal and teachers of Woodland Elementary pupils, in efforts to improve attendance.

SOURCES OF DATA

The sources of data for this study have been collected from reference books, assembled experiences, observations, and information found on questionnaires.

METHODS OF INVESTIGATION

The procedure taken by the investigator making this study are set forth below. They are:

1. In order to benefit by the findings of other investigators interested in similar problems, a review of related studies was made.
2. Viewpoints of leading educational writers pertaining to the problem of causes of irregular school attendance have been noted and taken into consideration. Such references include textbooks and periodicals.
3. A questionnaire carefully planned to make inquiry regarding the causes and ways of improving regular attendance among the elementary children of Woodland School, was carried and sent to the homes of pupils.
4. After the questionnaire was filled out by the parents, the responses were tabulated on a master sheet.

5. A close study of the data given by the parents was made with the viewpoint of explaining the reasons of irregular attendance on the part of their children.

REVIEW OF RELATED ACTIVITIES

It has been recognized that regular attendance is an essential corollary to free pupil education, and the state is responsible for making sure that all its children for their own sake receive an education. From an individual viewpoint, education is so essential to independent citizenship that one would expect to find all parents eager to utilize every educational opportunity for their children. Most parents desire that their children attend school regularly; yet, there are some who manifest an uninterested attitude.

The visiting teacher and attendance officer may play an important role in helping to get the neglectful parent interested. The children of today are the citizens and voters of tomorrow. In order to prepare children for worthwhile citizenship, it is necessary for the state and each parent to give them every opportunity to attend school regularly. When a pupil attends school continuously, he is more frequently exposed to the teaching of the fundamentals, health supervision and instruction, different courses of study and vocational guidance. Even though states have enacted compulsory attendance laws in order to

help reduce the amount of illiteracy among the children, there are many factors that prevent them from attending school regularly; such as, illness, distance too far, and parental neglect.

In spite of the handicaps, pupils continue to grow in knowledge and understanding; continue to grow in ability to think clearly, and to express themselves intelligently in speech and in writing. This should be encouraging enough to allow them all the educational advantages possible to prepare themselves for personal usefulness and efficiency in life. They should be given an education that will fit them for the political, industrial, and social life of which they will form a unit.

General Studies

For most pupils to improve socially and progress well academically, it is essential for them to attend school regularly. Because of the factors that contribute to absences of children, it is a problem to increase the percentage of regular attendance.

¹ Henry Otto says, "Keeping children enrolled in regular attendance is the major problem confronting the elementary school." The causes of absences are not always apparent as one might think. The earlier investigation, which relied mostly upon statements of parents and pupils, showed that about fifty per cent of irregular attendance was because of illness. In recent years, studies reported

1. Henry J. Otto, Elementary School Organization and Administration, pp. 327-28.

illness as a prominent cause for absences, particularly among pupils from the poorer section; yet, it does not maintain the high percentage shown in the early investigations. Otto¹ also states that the factors -- distance from school, parental neglect, laxity of teachers in keeping records and reporting absences, farm work, and complex social problems were to be of greater significance than illness.

Leo M. Chamberlain and Leslie W. Kindred² state that as others know too, that perfect attendance cannot be expected, for illness and other causes of absence, usually recognized as legitimate, are almost certain to make such records almost impossible for a large number of children. Irregular attendance always represents a loss to pupils, and when excessive may be a direct cause of failure. Irregular attendance can be the cause of considerable waste in the operation of the school as the entire organization, including the administration, the teaching staff, supplies, buildings, and equipment is set up and operated in terms of the enrollment, rather than the number actually in attendance at any particular time. These authorities point out that it is highly important both for the school and pupil himself be kept attending regularly, but there is a limit beyond which it is unquestionably unnecessary, and even undesirable to go. To persuade a child to attend

1. Ibid., p. 328.

2. Leo O. Chamberlain and Leslie W. Kindred, The Teacher and School Organization, pp. 411-413.

school when his presence may endanger his health and dozens of others is to carry a desirable procedure to an undesirable extreme. Such practice is not uncommon in some elementary schools where great stress is placed on regular attendance by means of awards, class rivalries, and other artificial motives. Regular school attendance is highly desirable and essential to the efficient conduct of the educational program; but good judgment is needed in determining when a reasonable per cent of attendance has been achieved.

1

Chamberlain and Kindred say:

The classroom teacher has a responsibility in helping in the solution of the school attendance problem. It should be kept in her mind that the most important means of obtaining regular attendance is to make the school program so interesting and so important to the child that he will not desire to be absent, except for legitimate reasons. She should keep in mind that the enforcement of attendance at school carries with it an obligation to provide something of value and interest to every pupil. The teacher may also use artificial means of improving attendance, such as awards and contests.

After schools have been created for the instruction of children in a community, they fail in their purpose because the children fail to attend. That some compulsion is necessary to secure the desired school attendance in different communities is a matter of common knowledge. To help secure the desired attendance, states have placed back of the local school authorities some compulsory-attendance laws.

1. Ibid., pp. 411-413.

To decrease the irregularity in school attendance, E. P. C¹ubberly states that the attendance officers, the visiting teacher and provision made for specialized instructions are means of great importance. The attendance officer, not only enforces the law, but sells the idea of education to those parents who do not appreciate its value to their children, and to make better adjustments between home and the school; thereby decreasing the percentage of irregular attendance. The problem is understanding and the removal of causes -- legal pressure being only a last resort. The attendance officer should deal with home problems and by persuasion or force compel parents² to send their children to school. C²ubberly also says:

The visiting teacher is an intermediary between the teacher and principal. Children who are irregular in attendance and deficient in scholarship, cases of home neglect, moral delinquency, and serious cases of discipline are referred to the visiting teacher for investigation and report. She sees the child, visits the home, talks with the parents and teacher, and tries to gain the family confidence. The visiting teacher becomes a very large assistance to the attendance department.

It has been found that special adjustments within the school in the form of special classes are necessary to meet the peculiar needs of children and thereby arouse their interest in coming to school.

-
1. Elwood P. C¹ubberly, Public School Administration, pp. 585-597.
 2. Ibid., pp. 585-597.

The handicapped child does not profit as much as he should by the ordinary classroom instruction which very often causes him to stay out of school. Provisions made for specialized instructions in the school give every child an opportunity to be given an education long enough and advanced enough to prepare him for usefulness and efficiency in life. This means encourages the parent and interests the child so much that there is a greater desire for better school attendance.

1

Ward G. Reeder points out:

To decrease irregularity in school attendance, the first step to take is to ascertain the causes of irregularities, when this diagnosis has been made, the next step is to prescribe the proper remedies, that is to act to remove the causes. He states that to remove irregularities requires that school officials and employees become social and educational diagnosticians. However, the reasons for poor attendance have been forced to differ somewhat from school system to school system, from school to school. The most frequent causes are the following: (1) illness, either on the part of the pupil or some member of the family; (2) great distance from school; work at home; (4) death in the family; (5) slow progress through school; and (6) lack of clothing and other necessities.

Attendance Studies

There are three types of attendance problems according

2

to Jessie B. Sears; they are:

- (1) The child who is rarely or never at school.
- (2) The pupil who attends school so irregularly.
- (3) The child who is frequently tardy in coming to class.

-
1. Ward G. Reeder, Fundamentals of Public School Administration, pp. 477.
 2. Jessie B. Sears, Classroom Organization and Control, p. 58.

¹
Sears states:

The big problem of the school is the second case, because the state's compulsory laws are supposed to take care of the first, while the third may be cared for by the parents. He thinks that many parents don't have the knowledge to know the full importance of regular attendance, and that they are careless and indifferent. These attitudes on the part of the parent make it nearly impossible for the child who is irregular in attendance to proceed with other members of the class.

²
Keys in his study, found that a child who misses a large number of days are more than likely retarded, makes low marks, and very often fails more than the child whose attendance is regular.

³
In the study of Johnson it is pointed out that irregular attendance is a serious handicap to the teacher and the child. He feels that the child's fundamental needs are not being met. To improve the condition and to meet the needs of the pupils, he advises a social diagnosis made. Then, a remedy given.

⁴
* Reavis discovers and states that in an attempt to determine the factors which have the greatest influence upon school attendance in five rural counties, that the most important factors, out of a list of fifty possible

1. Ibid., p. 58.

2. C. H. Keys, Progress Through the Grades of City School, p. 61.

3. William H. Johnson, "The Problem of Truancy in the Chicago Schools and Society", p. 54-58.

* 4. G. H. Reavis, Factor Controlling Attendance in Rural School, p. 17.

factors, were distance from school, progress of the pupil, academic standing, type of teacher, and kind of community.

¹
William Yeager relates:

The distance a child lives from the appointed school is a factor of considerable importance in his attendance. Regularity of attendance and school progress in relation to distance has been the subject of much study. Naturally, the rural child is the chief sufferer. Climate, condition of roads, the weather, age of children, and other factors enter into consideration. Irregularity of attendance usually begins when the child has to walk more than two miles. Relief has lately come through provision for transportation of pupils. Safety is becoming a larger factor. Studies have been shown that when rural children are transported at public expense, they make better attendance records than when no transportation is provided.

The fact of irregular attendance being known, an analysis was made of all available studies of the courses and a classification was then made with a view of locating some responsibility, in whole or in part. It was found that the responsibility may be divided among (1) the home, (2) the school, (3) the pupil, and (4) community.

The following are some causes which the home is primarily responsible for:

1. Church.
2. Both parents employed.
3. Funerals.
4. Lack of proper or adequate clothing.
5. Weddings.
6. Domestic and social maladjustments.
7. Poverty and economic mismanagement.
8. Family moved out of the district.
9. Emergencies at home.

1. William Yeager, Administration of Pupil Personnel, pp. 60, 95-96.

These are some causes traceable to the school's responsibility:

1. Age fourteen has passed highest grade offered.
2. Lack of orientation or guidance.
3. Lack of school facilities.
4. Transportation deficiency.
5. Unattractive school program.

The pupils sometimes assume responsibilities for their being absent from school as:

1. Forging excuses from school.
2. Immorality.
3. Pupil-pupil controversy.
4. Shame (or pride) of pupil in which may be involved probation; crime of parent; self, or relation.
5. Truancy of individual pupil.

Communities are held responsible for reason of irregular attendance as:

1. Impassable roads and detours.
2. Fires that disrupt community routine.
3. Disagreeable attitudes.

¹Yeager says, "Added to these causes are the 'acts of God', which include inclement weather, floods, and violent storms."

1. Ibid., p. 96.

CHAPTER II

SOME CAUSES OF IRREGULAR ATTENDANCE

One of the greatest hindrances to a child's success in school is irregular attendance. It is one of the handicaps that contributes to retardation, low marks, and, in many instances, complete failure. The reason for poor attendance, as found from research made by others and from a recent questionnaire that was sent out by the writer, might be classified under two heads; namely, legitimate and illegitimate.

LEGITIMATE CAUSES

1

Dougherty, Goram and Phillips classified the following as legitimate causes for irregular attendance: illness of the pupils, illness or death of a member of the family, bad weather and roads, the distance from school, and, under some circumstances, work and poor teaching.

Illness, Bad Weather, and Distance Factor

2

William Yeager says:

Illness, either of the child or in the home, suggests the need for an adequate health program involving the child, the home, the community, and the school itself. Colds, the chief cause of irregular attendance due to illness, maybe the result of unhygienic conditions within the school or the home, over-heating, low vitality, lack of

-
1. R. R. Dougherty, R. Goram and Phillips, Elementary School Organization, Chapter XIII.
 2. William A. Yeager, Administration and the Pupil, p. 97.

nourishment, over-eating, or over exercise. Epidemics should be made a matter of concern before they occur. Health regulations must be strictly enforced, i.e., vaccination and quarantine. Local boards of health should take their responsibilities far more seriously than they usually do.

To the million of pupils who are absent daily, and who in consequence cannot profit from the tutelage of the school, must be added several million more pupils who come to school with illness, which handicaps their happiness and retards their educational progress. Improved health conditions within the community, as well as more sanity with regard to health in the home and the school will help to improve the regularity of school attendance.

In Table I below is shown a tabulation that was taken from the questionnaire which was sent to thirty-three families in the Woodland Community. On the questionnaire were listed reasons causing irregularity in school attendance. Parents were asked to check those which caused their children to be most absent from school.

TABLE I

DISTRIBUTION OF FAMILIES GIVING LEGITIMATE CAUSES FOR
IRREGULAR ATTENDANCE

Number of Families	Reasons
16	Illness
17	Bad weather and roads
7	Distance
19	Work

It was found that out of thirty-three families to whom the questionnaire was sent, nineteen of them checked the factor "work" as the main reason for their children's absences from school. The next recording showed that out of thirty-three families, sixteen marked the factor "illness", and seventeen, "bad weather" and "roads" as the next principal reasons for their children's irregularity in attendance.

In many cases, economic necessity for some children and their illnesses often caused by an epidemic of common communicable diseases were justifiable. It was noticed, also, that seven families indicated that "the distance too far" element was a cause for their children's poor attendance. Pupils who were compelled to walk a mile or more to school in bad weather with bad roads were absent from school quite frequently, especially if they were not clothed properly.

Work

In the following Table are some additional pertinent facts which were taken from the parent questionnaire that was sent out in the Woodland community. This Table is a representation of the number of families out of thirty-three, their occupations, and the period of time they received their wages.

TABLE II
FAMILIES AND THEIR OCCUPATIONS
AND LENGTH OF TIME WAGES RECEIVED

Number of Families	Types of Occupations	Months Wages Were Received												
		0	1	2	3	4	5	6	7	8	9	10	11	12
9	Farmers													
6	"													
2	"													
2	"													
2	"													
1	"													
1	"													
5	Housewives													
4	Day Laborers													
1	Veterans													

By studying this table, one can understand some of the reasons for irregular attendance among the school children. The housewives, day laborers, and veterans received wages for the longest period of the year. The farmers, of whom there was a much larger per cent, have the shortest pay time, and, because of this fact, there existed poor economic conditions. Their children were kept out of school to work in order to help improve the financial status of the family.

per cent have the shortest paytime and because of this fact, there existed poor economical conditions. Their children were kept out of school to work in order to help improve the financial status of the family. Since these farmers are the parents of more than three-fourths of the children who attend school, there was a larger percentage of irregularity in school attendance.

William A. Yeager¹ says that in rural school districts farm work is responsible for many absences. Schools are almost emptied of their pupils during the busy seasons because cotton picking extends from late summer until Christmas. Truck farming has much the same results on children's schooling. The planting of crops in spring, and their harvesting in the fall take their toll of school attendance. Farm work is a chief cause of absence. The following causes are financial reasons given as of first importance by 957 youths in deciding to leave school, as reported by Harold J. Dillon.² First, needed money to buy clothes and help at home; and, secondly, needed money for extra spending change.³ Yeager states that lack of economic means depriving the child of attendance at school must be society's responsibility, also provisions for suitable clothing and suitable food.

-
1. William A. Yeager, Administration and the Pupil, p. 97.
 2. Harold J. Dillon, Early School Leavers, p. 50.
 3. Yeager, op. cit., p. 98.

Poor Teaching

A lack of irregularity in school attendance may be contributed to a poor teacher and limited curriculum. This fact is not frequently acknowledged by the pupils or parents. Unprepared and questionable personnel who are employed to fill the teaching positions have their ill effect upon the children just as the efficient teachers¹ have their good influences upon them. Cubberly says:

The teacher who lack professional and scholastic preparation, a cooperative spirit, personality, enthusiasm, understanding of the child, sympathy, foresight, a pleasant tone of voice and a smile, cannot do a thorough job of teaching. Scarcity of adequate facilities, crowded conditions and heavy pupil-teacher load help to make for poor instruction, thereby causing a lag in interest and the occurrence of irregular attendance.

ILLEGITIMATE CAUSES FOR IRREGULAR ATTENDANCE²

According to Dougherty, Goram and Phillips, some causes which are illegitimate are: indifference on the part of child and parent, truancy, poverty, and influence of bad associates. They also pointed out that schools in some instances are the cause of poor attendance, in that the curriculum is unsuitable, and the environment is of such a nature that the child cannot respond.

Slow Progress, Low Marks and Unsuitable Curriculum

In addition, the unattractive school rooms and unsympathetic teacher are cited as causes.

1. Cubberly, op. cit., p. 290.

2. Dougherty, Goram and Phillips, op. cit., p. 13.

1

Ward G. Reeder¹ states that slow progress and low marks constitute another great cause of irregular attendance. The pupil who does not do well academically becomes discouraged and wants to stay at home.

2

Leo Chamberlain and Leslie Kindred² pointed out that a simple curriculum of an elementary school, which includes only reading, writing, arithmetic, and spelling, is very meager. There is not much incentive for the larger pupils to attend school regularly. When a broad curriculum is not planned for the child and his experiences, there is a tendency for a large percent of irregular attendance.

Economic Status Low

The question was asked of the thirty-three families who received a questionnaire, "Do you own your own home?" Fifteen of the families answered in the affirmative, and eighteen in the negative. The eighteen who replied "No," do not have the opportunity that the fifteen who said "Yes" in sending their children to school regularly. In the first place, the tenant has to do and perform duties as some one else demands, and that is work most of the time. When the tenant does not satisfy the employer in the line of work, the next procedure is to move. These facts cause irregularity in school attendance.

However, the decrease in child labor is beginning to place the child in school more regularly. The employer is becoming aware of the Child Labor Law, and is beginning to realize that workers should be trained and edu-

1. Reeder, op. cit., p. 418

2. Chamberlain and Kindred, op. cit., pp. 17-18.

cated to do work in this machine age.

Fannie Dunn said at the 1944 White House Conference :¹

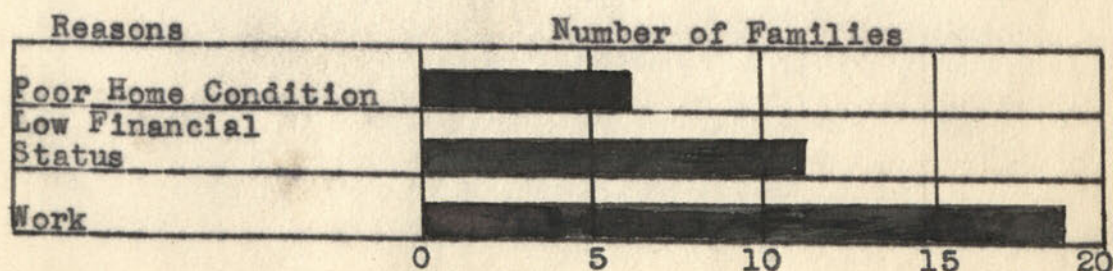
Fewer than half of the farmers in America owned the land they cultivated, and that there were more than 2,000,000 tenant families. A great number of these families changed farms every year or two. Then there were such families in which the fathers were low-grade sharecroppers or farm laborers, and the income and standard of living were often almost unbelievably low. There was also the type of tenant who would never be anything but a tenant, and never anything but poor.

Child labor, far more common in agriculture than in urban occupation, is excessive in these depressed groups. Others on the conference program will probably give some detail on this point. Suffice it to say now, that, not only is arduous and premature toil hurtful to children's health and social attitudes; it also seriously interferes with school attendance, so that child laborers learn little, are retarded, become discouraged, and usually drop out of school as soon as the law permits. Moreover, school attendance laws are notoriously ill-enforced where such children are concerned. Even for rural children, who are not classified as child laborers because they work on the home farm and not for hire, farm and home work is the outstanding cause of poor attendance.

In Table III below, you will notice additional reasons named as contributing factors in conditioning attendance.

TABLE III

THE NUMBER OF FAMILIES THAT GAVE ECONOMIC CAUSES AS
LEGITIMATE REASONS FOR POOR ATTENDANCE



1. Fannie Dunn, "White House Conference", National Education Journal, p. 62.

The writer discovered from the tabulations of the questionnaire, which are given in Table III that out of thirty-three families, eleven stated that their financial status was low. This condition prohibited the parents in preparing their children comfortably for school. Eight of the thirty-three families pointed out that home conditions, such as attending to the children and doing home chores were reasons for irregular attendance. Nineteen families out of thirty-three said work was the principle reason for their children's absences. In a great many cases, low economic status caused families to be insecure. When a child feels insecure, naturally his interest in school is lessened and his attendance becomes meaningless.

Lack of Parent-Teacher Cooperation

The lack of parent-teacher cooperation is a contributing factor to irregular attendance. In a democracy, the citizens must ultimately determine local policy with respect to education. The parents should have an understanding of the purposes, the scope, and achievements of the school.

J. B. Edmonson,¹ Joseph Roemer and Francis L. Bacon say that we should inform parents about the school in order to gain their support in the effort of realizing the aims of the school, as well as bringing about more cooperation and good will. Such an approach will be valu-

1. J. B. Edmonson, Joseph Roemer and Francis L. Bacon, The Administration of the Modern Secondary School, pp. 476-477.

able in handling student problems and preparing the way for changes, and requiring community support. The aims of the school and the informing of the parents of the effect that irregular attendance has upon the child cannot be accomplished successfully without parent-teacher cooperation. To increase the confidence of the teachers, pupils, parents, and the public in the importance and value of regular school attendance, is through parent-teacher cooperation and association.

Truancy and Lack of Leisure Time

Out of thirty-three families of the school district, twelve visited the school this term. These visits were made because of several efforts made by the teachers.

When there is better parent-teacher planning in solving the truancy problem, a step has been made to decrease irregular attendance. Pupils who are persistently and willingly absent from school are called "truants."

¹
Ward G. Reeder points out that since truancy often leads to crime and other anti-social behavior problems, everything possible should be done by the school to prevent it. In preventing it, principals, teachers, and pupil personnel agencies stand at the first line of defense. Truants are not inherently bad, but they have become socially handicapped through an unfortunate environment. In some cases, parental schools are organized which take the

1. Reeder, Ward G., op. cit., p. 484.

worst offenders from their old environment until they have reformed and then sent back to their school to attend regularly.

One other factor which causes irregularity in school attendance quite frequently is the lack of leisure time. It is brought about by long hours of work and unsatisfactory financial circumstances. With the invention and purchasing of labor-saving machinery, rising standards of living, shorter working hours, and improved transportation facilities there can be an increase of leisure time, thereby giving more time for school attendance and education.

SOME IMPLICATIONS FOR WOODLAND SCHOOL

Unfortunately, educational opportunities and facilities are in no wise adequate for all children because of such influences as: community attitudes, limitations of time, space, support and legal exemptions as a result of social pressure. Success can only be partially reached through acceptance of a full measure of social responsibility for school attendance. Whatever the form of education is it becomes necessary that its recipients be placed in a position to receive the instruction to be provided. This means that provisions must be made for improvement of regular attendance for the recipients.

Besides the recommendations and suggestions that are to be specified in Chapter III, the writer thinks

the following implications named will help increase the holding power or improve the regular attendance among the elementary children of Woodland School:

1. Help the slower learner continue his schooling by appointing a special committee to develop materials and aids especially designed for him.
2. Broaden the curriculum.
3. Beautification of the campus.
4. Improvement of the appearance of the school plant.
5. Make the classroom more attractive and supply the necessary teaching aids; improvement of playground equipment.
6. Adjust the hidden school cost.
7. Provide for better counselling service.

Leonard M. Miller¹ states in his article, "Increasing Their Holding Power", that in order to aid slow learners and encourage them to remain in school, a committee should be appointed to define techniques to identify the slow learner, and then provide suggestions in all subject areas on curriculum materials suitable for him. Miller² also says that many schools are finding that by reducing these costs for pupils who cannot meet them, or providing means for meeting them, they are enabled to remain in school; otherwise, they would have felt it necessary to attend less regularly.

✓ 1. Leonard M. Miller, "Increasing Their Holding Power", National Education Journal, May, 1951. p. 325.
 2. Ibid., p. 326.

School officials have said that when there is good counselling and guidance of the pupils, there is improvement in the attitudes of pupils toward school and better attendance records.

CHAPTER III

RECOMMENDATIONS FOR IMPROVING IRREGULAR ATTENDANCE AMONG THE ELEMENTARY CHILDREN IN WOODLAND SCHOOL

Improving irregular attendance among the elementary children of Woodland School is one of the major aims of the Board of Education and the teachers of the school district. The progressiveness of the future citizens of Woodland and the adjoining communities will depend greatly upon how regular the children attend school. It has been the experience of the investigator that too many absences, not only affect the pupil in the learning of subject matter, but in their social and physical growth. Seemingly, there is developed a feeling of inferiority to the extent there is a lack of participation in class work and school activities.

1

Otto feels that the teacher perhaps realizes most fully the interruption in her work and the gaps in pupil progress which are caused by irregular attendance. The magnitude of this problem may be observed in the fact that on the average, more than ten percent of the total number of children enrolled in the city elementary schools are absent each day. He also states that when pupils miss school, it is desirable that work be made up. If a conscientious attempt is made by teachers to have pupils compensate through extra work for the period missed, much of the teacher's time is consumed in follow-up instruction.

1. Otto, op. cit., pp. 336-340.

If the teacher's requisite for make-up work is not available, and pupils are re-admitted to the class group, which by that time has progressed to advanced stages of work for the grade, there is danger of creating for the pupil a situation which may result in maladjustment, retardation and failure.

Irregular attendance has been such a hindrance in the scholastic attainment among the elementary pupils of Woodland that the writer felt a dire need for information for research and from authorities, in order to help improve the conditions of regular attendance. By making an investigation, the writer's knowledge has been broadened as to recommendations or methods for the improvement of regular attendance among the elementary children of the school district.

By means of study, questionnaire, and observation, the investigator has the following recommendations to suggest as some ways for bettering the attendance program: Removing illness, and the distance factor; solving the work at home problem; improving school progress and increasing leisure time, parent-teacher cooperation; provision for attendance officer and visiting teacher; greater teacher responsibility; and, an improved curriculum.

REMOVING SICKNESS AND THE DISTANCE FACTOR

It is universally admitted that good health is the most valuable asset any person can possess. Without good

health, the child is not to realize all his potentialities in school.

The following table shows that out of thirty-three families, almost fifty percent of them indicated that their children were absent from school because of illness. Six families checked that their children were irregular in school because of the parents' illness.

TABLE IV

DISTRIBUTION OF ABSENCES BECAUSE OF SICKNESS
AND DISTANCE OF THE CHILDREN OF THIRTY-THREE FAMILIES

Number of Families	Causes of Absences
16	Sickness of children.
6	Illness of Parents.
11	Distance too far.

¹
Reeder recommends removal of the sickness factor and points out that illness among school children results

1. Reeder, op. cit., pp. 477-554.

annually in a tremendous loss to the children and society. The most obvious loss occurs in the large amount of irregular attendance at school. Many studies have shown that illness, especially the common cold is the chief cause of absences.

Teachers and school officials can do much to remove the cause by helping the pupils to maintain a high standard of health. School systems which have a thorough-going plan of health supervision have a smaller amount of sickness and, consequently, a smaller percentage of irregular attendance, than school systems which do not have efficient plans of health supervision. The community, the board of education, and teachers may aid in improving the health program through protection and promotion. These purposes may partially be accomplished by (1) protecting the pupil from an unsanitary school environment, as the location and construction of different buildings; (2) physical and dental examinations; (3) communicable disease control through a routine procedure of inspection, re-admission, and immunization; (4) a satisfactory provision for school lunches; (5) proper arrangements of the school program; and (6) physical activities.

¹Reeder also states, "Without good health and especially when there is no chance to secure it, a person is poor indeed -- poor in opportunity for happiness and for success in life."

1. Reeder, loc. cit.

Most states have realized the unjustness of requiring pupils to attend school when transportation facilities for those children who live more than two miles distance from school are not provided. Now, many states require school officials to provide transportation for all pupils who live more than two miles. In the preceding table, number IV, eleven families of thirty-three indicated their children were absent quite frequently because of distance. Statistics show that school transportation reduces irregular attendance particularly during the winter months. It is expedient that the county board, school board of education, and all concerned about the distance factor to cooperate and plan together for better transportation facilities. When this is accomplished in areas where there is little or no transportation better attendance can be expected.

SOLVING THE WORK AT HOME PROBLEM

Another outstanding cause of irregular attendance is the work at home problem. If such work is necessary for the support of the child, who should be in school, or if the work is essential for the support of the child's family, society is obligated to give financial assistance to such a child and his family.

The study shows that out of a survey made of thirty-three families, nineteen groups replied that their children remained out of school because of work. Ward G. Reeder's

point of view is that when work is such a necessity, school supplies and clothing can be furnished the pupil from poverty-stricken homes. In extreme cases, financial aid for food, clothing, and shelter should be furnished the family. This help may be supplied through civic and ¹ community organizations.

IMPROVE SCHOOL PROGRESS AND INCREASE LEISURE TIME

The relationship of regular attendance to the progress of pupils has been established by a number of careful studies as being positive and significant. Improvement in school progress is an incentive for regular attendance. The pupil who is retarded is likely to become discouraged and quit school in a lot of instances. The school should therefore do everything possible to help the pupil to succeed.

² Ward G. Reeder says that promotion on condition or probation should be practiced frequently, because more than likely the next year the pupil will be able to do the next grade very well. In some cases, retardation and low marks will develop within the pupil an inferiority complex and cause him to attend school very irregularly. Schools should try hard by proper methods and procedures to reduce failures to a minimum, which would serve as an incentive to the child to earn a better attendance record. It is a

1. Ward G. Reeder, Fundamentals of Public School Administration, pp. 477-480.

2. Ward, loc. cit.

widely accepted principle that schools should provide an education that is adapted to the needs and level of boys and girls, which will have to do with their marks and progress.

The reduction of absences and tardiness is an aid for improved school progress. One approach suggested by Harl Douglass¹ is reducing absences for the advancement of school progress through the pupil. If school work could be made sufficiently attractive for all pupils, there would be few serious problems of absences and tardinesses. To make schools attractive there will be leads into practically all phases of classroom instruction and school administration. Other things being equal, the desire to attend school will be greater. On the part of those pupils who are enrolled in schools in which the teacher and supervisors put forth more than ordinary efforts to make the task of learning interesting and engaging, irregular attendance is less than in those schools in which assigned tasks are definite, and there is an appeal to the natural desires and allowance for initiative and freedom of planning. In such situations, teachers and principals are able to establish pleasant relations with their pupils and recognition is made of pupils' progress, efforts, and difficulties. Schools with well planned curriculums and well managed programs of activities have less

1. Harl R. Douglass, Organization and Administration, p. 413.

problems of irregular attendance and school progress is certain.

The increase of leisure time will encourage parents to send their children to school. Leisure time may be had when there are shorter working hours, improved transportation facilities, better and more extensive means of communication, rising standards of living and widening services of the libraries. These factors have accentuated the need for more and more education. Edmonson, Roemer, and Bacon¹ point out that the invention of labor-saving machinery will make it possible for the machines to do the work of man, thereby, allowing more leisure time for education and regular attendance for the pupil.

PARENT-TEACHER COOPERATION

2

Harl R. Douglass says that teacher and parent cooperation is no where more important than in the matter of attendance. The cooperation of parents may be stimulated by newspaper publicity regarding attendance records of the school or groups, and the relation of punctuality and attendance to progress in school. Edmonson, Roemer, and Bacon³ point out that the teacher has the right to expect from the parent an explanation of why the child is absent and expect to see them at school when his health permits. Conferences with the parents and general discus-

1. Edmonson, Roemer and Bacon, op.cit., p. 50.

2. Harl R. Douglass, op. cit., p. 415.

3. Edmonson, et al, loc. cit.

sion of the matter and solving problems in parent-teacher meetings should be a regular part of the teacher's program of educating parents to their responsibility. In meetings and talking with the parents, the teacher may learn many things that will help her understand the students from their homes. They may learn the economic condition of the homes, the religious tendencies, facts concerning the personality for study, the necessity for students to work evenings to help support families so as to be able to attend school the regular hour, and learn about his opportunities for play and recreation.

It is important for the school to work with the home in an effort to maintain regularity in attendance. Teachers not informed of home attitudes and conditions are not in position to offer the best solutions for attendance problems. Some parents do not appreciate the importance of regular attendance, and to others occasional absences make little if any difference. In order to maintain better attendance records, there should be a working together and cooperative movements between parents and teachers.

¹
Reinoehl and Ayer point out that explanatory notes, telephone calls, visits, and group meetings are usable means for providing right understanding and wholesome attitudes. They suggest that the work of making contacts with homes

1. Reinoehl and Ayer, Classroom Administration and Pupil Adjustment, pp. 276-277.

may be divided among teachers in a building by assigning to each a proportional number of families from which the children come. Each teacher will have approximately ten or fifteen homes according to the size of the community. She visits these homes and finds where the maladjustments exist and seeks to remove all difficulties interfering with the child's education. Out of such contacts, which should be cordial and courteous, arise mutual understanding, a better cooperative spirit, more intelligent action, and improved attendance.

Edmonson, Roemer and Bacon¹ affirm that the most effective agents in the development of a public relations program are parents, teachers, and students, and, one of the most effective single agencies through which the contact may be achieved is the Parent-Teacher Association. No major improvement in school conditions is possible until a strong public opinion approves and demands it and no group can successfully influence public opinion and public officials as an enthusiastic group of parents. When needs are shown and parents are convinced that they are urgent, as increased financial support which will enable the principal to secure more teachers and to offer a broader curriculum or increased school attendance for their pupils progressiveness and the school in general, it requires little persuasion and guidance from the school administrators to secure the needed support.

1: Edmonson, et al, op.cit., pp. 488-489.

as a task of acquainting the school with the home conditions of the child, informing the parents about the school and assisting in adjustment for the children to the degree that compulsion will not be necessary to secure attendance.

The task of the attendance officer is becoming one¹ of a social nature rather than one of legal character. His business is to learn the causes of irregular attendance and truancy and to eliminate them, rather than to force the attendance of the child by legal procedure. Since the officer is to perform the above duties, it is profitable that he is employed in order to help solve the problem of irregular attendance.

¹Cubberly states that the attendance officer should go into the home as a representative of the school, rather than of the law. The problem is understanding and removal of causes, legal pressure being the last resort. The activities of the officer deal with home problems which result in absences of the children. He issues working permits, looks after attendance in the parttime school laws and looks for violation of the child labor laws. By persuasion or force he compels parents to send their children to school, and improves school work by increasing attendance.

1. Cubberly, op. cit., pp. 588-489.

Many attendance officers continue to function as formerly expressed, "Go out, find them, drag them in." But for the pupil to enter school with a new appreciation and with a desire to succeed in his school work and imposed school attendance, the officer must win the confidence of the parent and child.

¹
Heck's point of view is that the attendance officer is responsible for determining those children who are due to attend school where they are, and how many of them are actually in attendance. He should cooperate with the various social service and charitable organizations of the city, such as the Indigent Department, Humane Agent, the Young Men's Christian Association, and the other organizations with similar objectives. He should give careful consideration and attention to all extreme cases with which neither the teacher, the principal, nor the visiting teacher has been able to cope with. ² Heck also says that attendance is always a local problem with each school district. It should be more largely preventive than remedial; that is, the function of the attendance officer should not be that of a policeman, but a social worker, and study the social conditions which cause irregular attendance, whereby helping to solve the problem of so many absences.

1. Heck, op.cit., pp. 87-40.

2. Loc. cit.

VISITING TEACHER

Through the agency of the visiting teacher and other necessary adjustments which were made, caused the pupils to have a desire to attend school again. Heck¹ suggests that if problem cases of truancy and irregular attendance are to be studied, if attitudes of children are to be changed, then some one in the attendance department must be trained to handle that work as well as some provisions made whereby more workers can be secured. These officers as their names imply are teachers trained in social service, who visit the home, the school, the teacher and the pupil. During the home visitation, information concerning the child's personal history, habits, temperament and interests may be secured. This contact gives the school authorities an opportunity to serve the home and many misunderstandings are eliminated. If the visiting teacher is to function well, there must be the finest kind of personal relationship between her and the home.

2

John J. Oppenheimer, reports the judgments of three hundred and twenty-seven persons as to what function ought to be performed by the visiting teacher. Sixty-three of these judges were visiting teachers. The following are a few of the "core" functions listed:

-
1. Heck, op. cit., pp. 95-100.
 2. John J. Oppenheimer, "The Visiting Teacher Movement," Public Education Association, pp. 122-124.

1. Try to adjust home conditions, whereby more favorable conditions will be attained in regard to school work, conduct, attendance and interest.
 2. Aid mothers in planning their work so that it will not be a handicap and a burden to children.
 3. Aid in securing better school adjustments for misfits.
 4. Refer to and secure the cooperation of relief agencies when the family is in need of help.
 5. Advise parents of the community agencies which will aid them in present difficulty.
 6. Endeavor to find out the causes of universal misconduct and try to remedy conditions.
 7. Secure the assistance of religious organizations when the family needs moral and friendly encouragement.
 8. Investigate the causes of intermittent attendance.
- These functions when performed are of much value to the teacher, pupils and parents.

TEACHER'S RESPONSIBILITY

In solving the attendance problem, the teacher is recommended as playing an important role. She has a great responsibility in performing duties and tasks that would serve as an incentive for promoting increased attendance. Dougherty, Goram and Phillips¹ say the teacher's respon-

1. Dougherty, Goram and Phillips, op. cit., Chapter XIII

sibility in securing regular attendance as a legal duty, in connection with violation of compulsory attendance law, is to report them to the proper authorities. She has further duty to the children in securing their attendance, if possible, without appeal to the force of the law and employ such measures as will prevent violations. It is her duty to encourage pupils to establish a creditable attendance record. Among other responsibilities regarding attendance, which rest upon the classroom teacher, are understanding home conditions, cooperating with the parents in securing regular and willing attendance, developing proper attitude toward pupils and a wholesome attitude among pupils. The latter is very important in determining regularity of attendance. It is the teacher who exerts a potent influence in determining the environment and activities while the children are in school. She is also responsible for applying educational procedures which will prevent maladjustment, truancy, and behavior cases.

¹
Reinoehl and Ayer state, "Regular attendance is encouraged by a winning personality combined with good teaching." Children are impressed by a teacher's voice, smiles and conduct. Likes and dislikes are easily formed. The teacher must provide for a well-balanced program of appropriate activities and endeavors in every way to em-

1. Reinoehl and Ayer, op. cit., p. 280.

phasize the importance of never missing a day. The teacher is held responsible for recording all attendance facts. Douglass¹ says that records and report forms most desirable for recording and promoting attendance are the following: An attendance register, teacher's report forms for absence and tardiness, applications for excuses for parents' use and admission slips.

Ina G. Barnes² suggests for the improvement of regular attendance that the teacher should (1) interest the pupils by making at least one visit to each home before the first month of school is over. In making these visits this aim should be kept in mind: to awaken in every child of school age a desire to attend school. Some parents permit their children to do as they please, but in such cases, the teacher should strive to win the regard of these children so that she can arouse their interest in attending school. (2) The teacher must win the parents. Many parents who are not opposed to schools are indifferent and keep their children at home to work. Many of their absences are unnecessary, and a number of parents can be induced to send their children to school regularly if the teacher is able to convince them that their children will be more profitably employed there, than they are at home. Barnes³ also states that until the proper school spirit has been aroused among pupils

1. Douglass, op. cit., p. 419.

2. Ina G. Barnes, Rural School Administration, pp. 195-198.

3. Barnes, loc. cit.

and patrons, no reasonable device for increasing the average attendance should be left untried. Rewards of various kinds as picture cards for perfect attendance, honor rolls, published in the paper, and contests of various sorts often stimulate.

1

Oscar Lee Snyder relates that the following suggestions are helpful to the teacher in encouraging regular attendance:

1. Mail cards or short notes to sick children, telling them what is being done at school.
2. Call parents on the telephone to inquire about absent children.
3. Create a group sentiment in favor of good attendance.
4. Make visits to homes of pupils whose attendance is irregular.
5. Competition between various rooms and classes for perfect attendance.
6. Keep a class roll chart in the room and put a gold star after names of those not absent during the month.
7. Commend good attendance frequently.

The teacher has a great responsibility in making the school a happy place where the child wants to be and where he feels the lift of a wholesome environment so much that he puts forth every effort to be present every day.

-
1. Oscar Lee Snyder, "A Study of the Causes of Absences in an Elementary School", Master's Thesis, p. 63.

¹
 Douglass states frequently that parents are able to remove the cause of absence or to use their influence with the pupils in bringing about regular and prompt attendance. At any rate, they should be notified of absences and the most common means of bringing the absences of pupils to the attention of their parents is by requiring the pupil to present upon return to school from absences, applications for the excuses of delinquency. The cooperation of parents in bringing about improvement of attendance may be stimulated by newspaper publicity regarding attendance, records of the school, and the relation of all to progress. Parents may also be impressed when the report cards are sent home, calling attention to poor progress, due partly to absence.

THE ATTENDANCE OFFICER

The attendance officer always plays an important role in the improvement of regular attendance. Today an entirely different attitude is being taken in our more progressive states and communities. Chamberlain and Kindred² say that although the authority to use the law to compel attendance is still given attendance officers--and such authority will always be necessary in some cases--the job of attendance enforcement is looked upon primarily

1. Douglass, op. cit., pp. 416-417.

2. Chamberlain and Kindred, op. cit., pp. 408-409.

IMPROVED CURRICULUM

The curriculum is considered to be the actual experience of each pupil affected by the school. Too often it has been only the function of teachers. For school progress and an increase in regular attendance, the curriculum should be improved by planning it to suit and meet the needs of the children and community. It should be broad and flexible. Lee and Lee¹ say that curriculum development is a democratic process utilizing the services of pupils, teachers, parents, community and outside educational agencies. In developing this newer program for an improved curriculum (1) there must be a working together of the entire staff. If such group work is to be effective, the child and his development must occupy the center of focus. The staff is to develop and accept guiding principles as important and then improve their ability to carry them out effectively. Some devices which may be utilized in furthering the teacher's understanding are: reading, discussions, outside speakers, studies of the children and community resources, actual participation in experiences planned for pupils, demonstration lessons, observation, and studies of newer media of learning, such as radio, visual aid and excursions. (2) Actual studies made of pupils and community, and children's out-of-school activities offer suggestions for the improvement of the curriculum.

1. Murry J. Lee and Doris May Lee, The Child and His Curriculum, pp. 211-215.

Their hobbies, radio programs, the movies they enjoy and so forth, furnish the teacher new basis for understanding. (3) Teachers must have experiences, for the improvement of the curriculum, similar to those of the pupils, as excursions to various industrial, commercial, governmental and recreational situations; and (4) to further the improvement there must be the opinion of the parents, pupils and teachers. These opinions may be obtained through the use of questionnaires.

The investigator has experienced that among the larger pupils in the elementary department of Woodland High School that the offering of shop work, homemaking and vocational agriculture in the curriculum were not sufficient to cause a satisfactory increase in regular attendance.

¹
Gwynn states that without constructive leadership and without in-service training of educational employees, there is no real hope for curriculum improvement. Teachers may desire to improve their work and may be eager to carry on the interest of their students, but without guidance and training, and without facilities for discovering where materials are which they can use, they may be ² unable to make real progress in the curriculum. Gwynn also says that for promotion of curriculum growth and development, there are five stages: (1) the aims and objec-

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1. J. Minor Gwynn, Curriculum Principles and Social Trends, Chapter VI.
 2. Ibid., Chapter VI.

tives stages; (2) the survey movement; (3) the development of the unit technique; (4) system-wide curriculum revision; and (5) core-curriculum and large unit procedure. For improved curriculum, new areas of study must be added, and new methods of teaching employed to meet the needs of the individual; pupil activities must be incorporated into the curriculum program, and teachers, pupils, administrators and community plan cooperatively for the work of the school. The improved curriculum thereby will serve as an incentive to induce the pupil to attend school more regularly.

In addition to the recommendations suggested as important in improving attendance, the democratic cooperation of superintendent, principal, teachers, parents, visiting teacher, and board of education is a fundamental factor.

CHAPTER IV

SUMMARY AND CONCLUSION

The "Irregular Attendance Problem" is a very vital issue. The success in solving or improving the school attendance determines largely the progress of the pupils educationally, physically, economically, socially, and the advancement of the community and school. One of the major factors in the retardation of pupils is irregular attendance. Therefore, since it is the purpose to lessen retardation among the elementary children of Woodland High School, it is the intention to improve the percentage of regular attendance. To accomplish this aim, it is expedient to know the underlying causes of absences, then apply the preventive measures and methods of improvement.

The factors that were found in this study affecting regular attendance were taken from questionnaires that were sent to thirty-three families in the school district from outstanding authorities, observations and experiences. This study gives an analysis, comparison and the contributing factors of absences. The causes affecting regular attendance the most often were: work, illness, distance, bad weather and roads, and poor economic conditions. In addition to reasons named above were poor teaching, slow progress on the part of the child, unsuitable curriculum, lack of parent-teacher cooperation, truancy and lack of

of leisure time. These causes were classified as legitimate and illegitimate.

Some ways and means suggested as recommendations for the improvement of irregular attendance among the elementary children of Woodland High School are as follows:

1. Remove sickness and the distance factor.
2. Solve the work-at-home problem.
3. Improve school progress and increase leisure time.
4. Hold parent-teacher's meetings more often.
5. Secure a visiting teacher.
6. Employment of attendance officer.
7. An improvement in curriculum.
8. Greater teacher responsibility.
9. Improvement of economic conditions.
10. Make the proper approach to the truancy problem.
11. Provisions suggested and made for better health supervision.

If these practices are executed properly and effectively to the situations, desirable results will be accomplished.

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A P P E N D I X

APPENDIX A

PARENT QUESTIONNAIRE

Factors Causing Irregular Attendance

1. Husband's name _____ Address _____
2. Wife's name _____ Address _____
3. School _____ Address _____
4. County _____
5. What is your occupation? _____
6. About how long do you receive wages for your labor? _____
7. Do you own your own home? _____
8. Do you live in the city? _____
9. Do you live in the rural? _____
10. What type of soil do you live on? _____
11. Do you own your way of transportation? _____
12. About how far do you live from school? _____
13. Do the children walk to school? _____
14. Do the children ride the bus to school? _____
15. Do they ride to the bus stop? _____
16. About how far? _____
17. Do they walk to the bus stop? _____
18. Approximately how far? _____
19. Are you a college graduate? _____
20. Did you complete the elementary grades? _____
21. Does each parent stay in good health? _____
22. Number of children in school? _____
23. Number of children below school age? _____

APPENDIX A
Parent Questionnaire

24. Number of children in elementary department? _____
25. Check for what reasons your children are out of school most:
Work _____ Illness _____ Distance too far _____
Bad weather and roads _____ Attending to the younger children _____
Home condition, as lack of money, and getting the children ready to attend school _____
Slow progress in school _____ Bad associates _____
An unsympathetic teacher _____
26. Do you visit the school? _____
27. List some recommendations that you know would help you to keep your children in school, such as: Solving the work at home problem; improving the roads and better transportation; and as many others as you can think of that would help you keep your child in school.
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____